

## APPENDIX 4 TO ITEM B

### Awards for Innovation in Higher Education Summary of Applications in Groups 1, 2, and 3

#### GROUP 1 (Listed Alphabetically)

##### Application Information

<i>Application Number and Coordinating Institution:</i>	[12] California State University, Monterey Bay #1
<i>Education Sectors Represented:</i>	California State University; California community colleges
<i>Participants Identified in Application:</i>	Hartnell Community College

##### Abstract Included in Application

California State University, Monterey Bay (CSUMB) in partnership with Hartnell College, have developed and implemented an innovative cohort-based, three-year Bachelor of Science degree program in Computer Science and Information Technology (CSIT) called CSIT-In-3. The program represents a new model for bachelor's degree completion as well as for improving enrollment, retention, transfer, and graduation for disadvantaged and underrepresented students in a high skill field. To increase bachelor's degrees in CSIT for low income and underrepresented students, the partner institutions fully implemented the following new or revised program components since January 10, 2014:

- Full implementation of an articulated, transferrable, and accredited three-year Bachelor of Science degree option in Computer Science and Information Technology;
- Enrollment of 34 new students who comprise cohort 2; increasing enrollment to 60 overall;
- Delivery of a revised Math Intensive, to support improved college preparation/readiness;
- Full implementation of support services, including tutoring, enrichment, field trips, summer bridge, block enrollment, grade monitoring, and the Student Accountability Group;
- Provided full scholarships to all 60 enrolled students through Matsui Foundation;
- Achieved a persistence rate of 87.5%, nearly 30 points higher than STEM programs overall;
- Transferred the first cohort of CSIT-in-3 students to CSUMB with a 100% transfer rate.

CSIT-in-3 aligns with the priorities of the Awards for Innovation in Higher Education by: eliminating impediments to success; closing achievement gaps for underrepresented students; enabling bachelor's degree completion in less than four years; and easing transfer for underrepresented students in higher education. Evaluation data supports this concept to-date.

##### Staff Comments and Evaluation

This application earned strong scores across all sections of the rubric. The application describes a small but very unusual three-year bachelor's degree program that begins at Hartnell College and ends at CSU Monterey Bay. The application is notable for the close collaboration between a community college and a CSU campus and for the difficulty of the undertaking: a fast-track program in a challenging field of study that spans two institutions and primarily serves disadvantaged and underrepresented students. Early persistence and transfer rates are impressive. In future years, this program could serve as a "proof point" and model for accelerated degree programs in other disciplines and at other colleges and universities.

This application is included in **Group 1**.

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### Application Information

<i>Application Number and Coordinating Institution:</i>	<b>[16] California State University, San Bernardino</b>
<i>Education Sectors Represented:</i>	University of California; California State University; California community colleges; K-12 local education agencies; private institutions of higher education
<i>Participants Identified in Application:</i>	University of California, Riverside; Loma Linda University Health Systems; San Bernardino County Superintendent of Schools; Riverside County Superintendent of Schools; Coachella Valley, Palm Springs, and Desert Sands School Districts; Crafton Hills College; San Bernardino Valley College; Riverside Community College District; Riverside Community College; AVID; Inland Empire Economic Partnership; Coachella Valley Economic Partnership; Inland Valley Development Agency; Kelly Space and Technology; San Antonio Community Hospital; Bank of America; Redlands Community Hospital; Union Pacific; Imperial Irrigation District; California Steel Industries; Cardenas Market; County of San Bernardino; Assembly Member Brown; Mayor Montanez, Corona

### Abstract Included in Application

California State University San Bernardino (CSUSB) and the University of California, Riverside (UCR) have formed a bi-county K-20 collaborative with the specific programmatic, policy, and institutional goals of systematically addressing college readiness and ultimately increasing baccalaureate degree attainment in our region, particularly among underrepresented groups. Across San Bernardino and Riverside Counties, our educational leaders have come together to create a cradle-to-career collective impact model to align the work we have been doing to address the unique needs of the student populations each institution serves. The Federation for A Competitive Economy (FACE) was established in 2009 to act as the backbone organization uniting and coordinating more than 175 leaders from multiple sectors who have been actively participating in this effort. Our vision for this systemic innovation is to promote and improve education for all students, significantly benefiting the local economy through preparation of a well-trained workforce. The goals below are integral to the mission of each institution, and drive our programmatic innovations.

- Align educational policy and initiatives regionally via a bi-county cradle-to-career collective impact model.
- Increase college preparedness, particularly in math, resulting in a 20% reduction in number of students requiring remediation at matriculation from high school to college within 5 years.
- Increase baccalaureate attainment by 15% across the two counties within 5 years.
- Increase the number of students completing the baccalaureate degree within 6 years by 10% across the two counties within 5 years.
- Improve career preparedness through strengthened partnership with industry to better align education with workforce development needs.

### Staff Comments and Evaluation

This application earned very strong scores in the sustainability and evaluation sections of the rubric and strong scores in the context and innovation sections. The application is notable for its geographic scope (spanning two counties) and engagement across K-12 education, higher education, and the broader community. In teams, these partners are implementing complementary strategies to increase college attainment. The application describes significant policy changes intended to improve college readiness, such as a commitment by nine school districts in the area to require a fourth year of mathematics in high school and an admissions guarantee at CSU San Bernardino for all area students who complete their college preparatory course requirements. In addition, the university is innovating with new models of intensive mathematics remediation (provided just before students matriculate at the university) and is improving student advising, using new technology to analyze student data in more sophisticated ways that help advisors identify students who are at risk of dropping out and intervene more quickly.

This application is included in **Group 1**.

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### Application Information

<i>Application Number and Coordinating Institution:</i>	<b>[31] Long Beach City College</b>
<i>Education Sectors Represented:</i>	California State University; California community colleges; K-12 local education agencies
<i>Participants Identified in Application:</i>	Long Beach Unified School District; California State University, Long Beach; City of Long Beach

### Abstract Included in Application

The ***Long Beach College Promise*** partners propose the academic collaboration between *Long Beach Unified School District*, *Long Beach City College*, *California State University, Long Beach*, and the *City of Long Beach* as the definitive candidate for California's Award for Innovations in Higher Education. Together, we have pioneered a community model for seamless, supportive student pathways to timely college completion. The nationally lauded ***Long Beach College Promise*** is the state's most original educational effort working innovatively to increase the number of California students who transfer to a university and earn a BA within four years of enrollment. While serving all local students, the project targets those traditionally underrepresented in higher education: low-income students, Latina/as, African Americans, Southeast Asians and Pacific Islanders, veterans, current/former foster youth, and students with disabilities. The model's hallmark is deep, cross-institutional collaboration. Its signature is continuous student supports all along the educational ladder, from pre-school to graduate school.

Key innovations throughout 2014 have included reducing remediation through the expansion of the Alternative Placement model and the Urban Math Collaborative; strengthening career pathways through the launch of a new built-for-purpose intermediary, and securing \$21 million in state funding for career pathways; and accelerating progress to completion through the expansion of the innovative and award winning programs Promise Pathways and the Highly Valued Degree Initiative.

The *Long Beach College Promise* has set a trailblazing goal: function as one entity to improve pathways to degree achievement by increasing college preparation, college access and ultimately college success.

### Staff Comments and Evaluation

This application earned strong scores across all sections of the rubric. The application's strengths include the close collaboration between K-12 and higher education partners in Long Beach and its focus on scalable models and policy changes that can impact all students. While the application describes significant and successful past efforts, Long Beach's current innovations to reduce remediation, strengthen career pathways, and accelerate degree completion are also strong. For example, the Long Beach Unified School District mandated a fourth year of mathematics in high school, with additional supports for struggling students, to reduce remediation at the college level. In addition, the application describes innovative uses of technology, including 125 high-demand online college courses to help students make timely progress toward degrees and implementing hybrid courses that integrate technology and face-to-face experiences to improve learning and success rates in courses with historically low pass rates.

This application is included in **Group 1**.

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### Application Information

<i>Application Number and Coordinating Institution:</i>	<b>[43] Santa Ana College</b>
<i>Education Sectors Represented:</i>	University of California; California State University; California community colleges; K-12 local education agencies
<i>Participants Identified in Application:</i>	California State University, Fullerton; Santa Ana College Foundation; City of Santa Ana; Santa Ana Unified School District; Hispanic Education Endowment Fund; University of California, Irvine; Padres Promotores de la Educación

### Abstract Included in Application

For over 30 years, the Santa Ana Partnership has made system-level changes to the pre-college academic preparation and the college access/completion process to strengthen the quality of life and the economy in Santa Ana. By building an upwardly mobile pipeline to higher education and guaranteeing passage to the next segment at critical junctures, we have transformed the local landscape to one in which college is expected and realized. Our collaborative fuses the mission-central interests of a coalition of institutions and organizations into an action agenda that has resulted in the majority of Santa Ana Unified School District (SAUSD) graduates starting college ready for college-level work in English, despite being one of the nation's most Spanish-speaking communities, with 26% of SAUSD graduates accomplishing some college coursework before completing high school. Priority admission to Santa Ana College with financial aid/scholarship support is guaranteed for SAUSD students, as is transfer to both UCI and CSUF. Over 20,000 secondary and college students benefit from the Partnership initiatives described in this application annually, all of which reflect permanent improvements to practices and policies for students in the Greater Santa Ana area. The work described herein is executive-endorsed and implemented by permanent leaders associated with educational, municipal, and community-based organizations who are committed to talent development, educational acceleration, and equality of opportunity. Together we are the Santa Ana Partnership, the co-authors of this application, and we thank you for the opportunity to document our history and specify the expanded impact we envision in 2015 and beyond.

### Staff Comments and Evaluation

This application earned very strong scores in the sustainability section of the rubric, strong scores in the innovation and evaluation sections, and good scores in the context section. The application demonstrates a long history of providing structured pathways that lead from high school to college, including offering college-level courses to high school students, a strategy that can help shorten their time-to-degree. Current innovations include a redesign of remedial education to significantly reduce the time spent in pre-collegiate courses and increase the number of students who progress through those courses. In addition, the school district has implemented intensive courses for the twelfth grade designed to help students avoid remediation in college altogether. Notably, Santa Ana College has received initial approval from the California Community Colleges Board of Governors to implement a pilot program to offer a bachelor's degree in occupational studies. With regard to use of technology, Santa Ana College is using online tools to provide better student advising and to better project and address demand for specific courses. The college will also begin allowing students to register for a full year of courses at once, a significant policy change that can help students enroll in the courses they need and avoid accumulating unneeded units. In 2015, the college also is expanding an open education resources initiative to lower textbook costs.

This application is included in **Group 1**.

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### Application Information

<i>Application Number and Coordinating Institution:</i>	<b>[46] Shasta College</b>
<i>Education Sectors Represented:</i>	University of California; California community colleges; K-12 local education agencies
<i>Participants Identified in Application:</i>	U.C. Davis; Reach Higher Shasta; Shasta Union High School District; Anderson High School District; Central Valley High School; Trinity High School

### Abstract Included in Application

Shasta College is the only public post-secondary institution in a 10,132 square mile radius in the vast, rural region of far Northern California. The counties included in the college district- Shasta, Tehama, and Trinity- each reflect high poverty, high unemployment, and low post- secondary attainment rates. Shasta College serves a region much different from the more affluent areas of California.

Since January 2014, Shasta College and its community partners have created the ideal conditions for every district high school student - at any achievement level- to accelerate progress toward a bachelor's degree. By combining fee waivers, enrollment policy changes, on campus programs, concurrent enrollment and, most dramatically, dual enrollment, the college supports interested high school students in earning transferrable units toward degrees at **minimal or no cost to students and often without having to leave a high school classroom.**

Through PACT (Promise for Access, Completion and Transfer), a dual and concurrent enrollment program that meets the needs of three distinct high school student populations (at- risk, on-track, advanced), Shasta College is removing financial, academic and cultural barriers to higher education for high school students while enhancing the opportunities to accelerate through to bachelor's degrees through rigorous and aligned coursework.

PACT is evidenced based, cost effective and scalable statewide, with specific merit for California's more rural, isolated environments. This innovation meets the criteria established through the California Legislature by increasing the amount of BAs that will be awarded, shortening time to degree, and building on the strengths of each academic segment.

### Staff Comments and Evaluation

This application earned strong scores across all sections of the rubric. The application is notable for the extensive use of dual enrollment and concurrent enrollment by the participants in the application, whereby the entities provide significant opportunities for high school students to earn college credit. By taking fuller advantage of the time students spend in high school, these strategies decrease the time it takes students to complete degrees and reduce the cost of college. Additionally, the strategies increase the likelihood of students attending college at all. The approach may be especially promising for rural, isolated regions of the state, where many students have more limited exposure and access to college. Shasta College is also expanding the reach of its courses by offering them online and with interactive video. A regional compact between school districts, the community college, and university partners creates greater alignment of policies and curriculum, easing the process of transfer between systems.

This application is included in **Group 1**.

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### GROUP 2 (Listed Alphabetically)

#### Application Information

<i>Application Number and Coordinating Institution:</i>	<b>[8] California State University, Dominguez Hills</b>
<i>Education Sectors Represented:</i>	California State University

#### Abstract Included in Application

California State University, Dominguez Hills (CSUDH) is actively building an environment where our university is a "National Laboratory and Model for Student Academic Success." Led by the president, the initiative began in July 2012 and has simultaneously engaged in testing, expanding and implementing innovative and proven strategies for improving student retention and graduation rates, especially for URM, first-generation and low-income students, freshmen and transfers alike. This comprehensive model integrates all of the evidence-based high impact practices known to increase student learning, persistence and overall success while decreasing time to degree.

Comprehensive, intrusive and timely advising is the lynchpin. CSUDH leadership is creating a supportive university culture where all faculty and staff will identify as "institutional agents," who utilize their social and cultural capital to leverage resources and opportunities, facilitating and assisting students to academic and career success. The campus has simultaneously harnessed the power of technology and predictive analytics utilizing historical student academic data to identify patterns of student success and failure so those sitting on the front lines of student advising can have earlier, more proactive and more data-driven conversations with at-risk, but hard-to-identify students. A web-based university-wide advising platform provides access to a shared and easily understandable, accurate and timely student information dashboard that is both interactive and informative. Partnerships with local school districts, local community colleges and universities provide opportunities for continued dialogue to improve seamless transitions. CSUDH is a catalyst for positive change and we are committed to student academic and career success.

#### Staff Comments and Evaluation

This application earned strong scores in the context, innovation, and evaluation sections of the rubric and good scores in the sustainability section. The application is notable for its significant efforts to improve student advising, particularly by using sophisticated data analysis to identify students whose course-taking patterns signal a likelihood of dropping out or accumulating unneeded units. Advisors use this information to identify specific students in need of intervention and provide that support quickly. The data analysis also helps the university to determine which classes students need, how many sections are needed, and how often sections should be offered to ensure that students can make timely progress toward their degrees. In addition, the university is redesigning identified bottleneck courses, such as by offering them online or in hybrid formats to increase accessibility and success. The university is also participating in a partnership involving multiple institutions to develop higher-quality online courses and make those courses widely available.

This application is included in **Group 2**.

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### Application Information

<i>Application Number and Coordinating Institution:</i>	<b>[13] California State University, Monterey Bay #2</b>
<i>Education Sectors Represented:</i>	California State University

### Abstract Included in Application

The math department at California State University, Monterey Bay (CSUMB) has developed an innovative and effective program designed to increase the success of students who are required to take and complete developmental math in their first year of college. This program is particularly effective with the student population at CSUMB which is strongly first generation and often coming from educationally disadvantaged backgrounds. To accomplish this, the department worked collaboratively to build a coordinated, unified program organized around activities and student work rather than standard lecture formats. Key to this program is its cost effectiveness with large class sizes reducing the need for multiple sections, each with its own faculty member. Technology plays a key role in this program, being used for enhancing class presentation and discussion; coordination of communications between faculty and between faculty, student assistants and students; tracking of student grades on quizzes, homework and exams; and tracking of student efforts in labs and tutoring sessions.

Since January 10, 2014, the Math@CSUMB program has increased the student support aspects in order to increase student success. These include:

- Videos of lectures, demonstrations and activities for repeat viewing by students.
- Use of communications software to provide online tutoring on demand.
- Implementation of classroom management software to increase individualized contact with students.
- Developing new workshops and courses to act as a “back up” plan for the success of students who are not able to pass the initial developmental course the first time.

Math@CSUMB clearly aligns with the Innovation Award priorities by increasing the number of students able to remain in college and eventually graduate. This will also result in shorter time to degree and therefore higher 4-year graduation rates. The data provided supports this conclusion.

### Staff Comments and Evaluation

This application earned strong scores in the innovation, sustainability, and evaluation sections of the rubric and good scores in the context section. The application describes a comprehensive approach to improving mathematics instruction—including stronger high school preparation, redesigned remedial courses in college, and better teacher training—as a means of increasing college completion and reducing time-to-degree. The application is notable for the creative use of technology to improve outcomes in remedial courses, while also increasing class sizes, thereby reducing the cost per student of remediation. The application describes several other innovations, including online tutoring available to students at any time, online supplemental instruction to reinforce classroom instruction, and technology tools that help instructors communicate directly with large numbers of students. In addition, the application presents new solutions to help students who failed remedial classes, such as intensive winter and summer workshops and an intensive remedial course to allow these students to get back on track. The university is also beginning to apply its successful methods to college-level (non-remedial) mathematics courses.

This application is included in **Group 2**.



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### Application Information

<i>Application Number and Coordinating Institution:</i>	[21] City College of San Francisco
<i>Education Sectors Represented:</i>	California community colleges; K-12 local education agencies
<i>Participants Identified in Application:</i>	San Francisco Unified School District

### Abstract Included in Application

Bridge to Success (BTS) addresses four “loss points” in a San Francisco Unified School District (SFUSD) student’s trajectory to a timely college degree. These loss points are: (1) between 9th and 12th grade where 1,500 students drop out or leave SFUSD; (2) Upon graduation, where about 1,000 SFUSD graduates do not enroll in a post-secondary program; (3) During matriculation, where 920 SFUSD graduates receive placement in a remedial math or English sequence they will struggle to complete; (4) Once enrolled, where 650 SFUSD graduates at City College do not complete their chosen course of study within five years. BTS joins the City and County of San Francisco (the City), City College of San Francisco (City College), SFUSD, and several community organizations promote timely postsecondary success, particularly among African American and Latino students. Since January 10, 2014, BTS has utilized long-term sustainable innovations to further college completion rates of San Francisco youth. The innovations include:

- Early Warning Indicators
- All-in-One Days
- FRISCO Day 2.0
- Find Your Community
- Counselor Collaborations
- Advanced Registration

The BTS partnership will continue the dialogue, information sharing, collaboration, and alignment in order to double the number of youth receiving college credential, particularly African American and Latino populations, within 10 years. Collaborative efforts to reach this goal by 2020 focus on ways in which educational systems can work together to innovate policy, research solutions to loss points, deepen understanding of the obstacles that hinder students’ post-secondary success and accomplish the goal of timely student completion of a degree.

### Staff Comments and Evaluation

This application earned strong scores in the context, innovation, and sustainability sections of the rubric and good scores in the evaluation section. The application describes a strong collaboration between a school district and community college, as well as other community partners, to reach an aggressive college attainment goal for underrepresented students. For high school students, the partnership employs strong recruitment strategies targeting students who may be lacking direction and information about college, including college orientation, education planning, and early college registration offered on-site at their schools. At the college level, significant reforms to remediation have improved placement, shortened the duration of remedial course patterns, and improved the effectiveness of programs. The college also made strides in coordinating and strengthening a set of previously disconnected student support programs, a low-cost strategy for leveraging existing resources and infrastructure and providing assistance to more students.

This application is included in **Group 2**.



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### Application Information

<i>Application Number and Coordinating Institution:</i>	<b>[30] Humboldt State University</b>
<i>Education Sectors Represented:</i>	California State University; California community colleges; K-12 local education agencies
<i>Participants Identified in Application:</i>	College of the Redwoods; Humboldt County Office of Education; Arcata School District; Big Lagoon Union Elementary School District; Bridgeville Elementary School District; College of the Redwoods; Cuddeback Elementary School District; Cullen Elementary School District; Eureka City Schools; Ferndale Unified School District; Fieldbrook Elementary School District; Fortuna Elementary School District; Fortuna Union High School District; Freshwater Elementary School District; Garfield Elementary School District; Green Point School District; Hydesville Elementary School District; Jacoby Creek Charter School District; Kneeland Elementary School District; Loleta Union Elementary School District; Maple Creek Elementary School District; Mattole Unified School District; McKinleyville Union School District; Northern Humboldt High School District; Pacific Union School District; Peninsula Union School District; Rio Dell School District; Scotia Union School District; South Bay Union School District; Southern Humboldt Unified School District; Trinidad Union School District

### Abstract Included in Application

**Issue:** A troublingly low percentage of North Coast students attend and complete college, resulting in a citizenry unprepared for a global economy, threatening local prosperity and individual well-being.

**Align:** At the January 31, 2014, GATEWAY Student Success Summit, educational segment leaders identified areas of focus to galvanize momentum to 1) improve program access and alignment, 2) close the achievement gap for underrepresented populations, 3) improve academic preparation, 4) strengthen persistence, and 5) clarify four-year degree pathways.

**Innovate:** Historically, independent efforts have addressed these areas. Now, a coordinated series of actions has been selected, tracked across segments, systematically reviewed by those closest to students, and modified as needed to make measurable differences. *Unification of effort focused on shared data is the innovation.*

**Collaborate:** In Spring 2014, the newly named “Humboldt Post-Secondary Success Collaborative” was created, composed of representatives from K-12, College of the Redwoods, Humboldt State University, and business. They united to initiate, support, and measure strategies county-wide aimed to increase the number of North Coast students pursuing and completing post-secondary education.

**Measure:** In July 2014, the Collaborative became one of five groups funded by the College Access Foundation to receive technical assistance from Stanford University’s John Gardner Center. The Collaborative is developing a consistent, dynamic tool to share data on specific annual trends in each educational segment for dissemination, close study, discussion, and responsive actions. Data determines “best fit” strategies and provides information on the impact of those actions over time. Efforts are modified or replaced based on data indicators.

### Staff Comments and Evaluation

This application earned strong scores in the innovation and sustainability sections of the rubric and good scores in the context and evaluation sections. This application is notable for its description of recent actions to mobilize several partners in a region toward a unified plan for increasing college attainment. The partnership described in the application brings together the region’s K-12 districts, community college, and CSU campus to analyze student data, better understand how students from particular high schools are faring in higher education, and plan unified efforts to increase success. To date, the partnership has implemented strategies to recalibrate the scores used to determine

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whether students are required to take remedial courses at the community college—leading to more students enrolling in college-level classes right away—and a redesign of remedial sequences to allow students to progress through remediation more quickly. Also, the application describes an expansion of college courses offered at high schools, allowing more students to earn college credit and complete associate’s degrees while still in high school.

This application is included in **Group 2**.

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### Application Information

<i>Application Number and Coordinating Institution:</i>	<b>[41] San Francisco State University</b>
<i>Education Sectors Represented:</i>	California State University; California community colleges
<i>Participants Identified in Application:</i>	City College of San Francisco; California State University System; California Community College System; Diablo Valley College; Skyline College

### Abstract Included in Application

San Francisco State University submits this application to the Awards for Innovation in Higher Education, on behalf of the Metro College Success Program and related policy reforms. Co-founded in 2007 with partner City College of San Francisco, Metro has a consistent six-year track record of sharply boosting timely graduation and transfer for disadvantaged students. A rigorous cost efficiency study showed that Metro produces measurable cost reductions of \$22,714 per community college graduate or transfer student, and \$17,879 per CSU graduate. Metro was developed to be scaled up and sustained throughout California community colleges and universities.

Metro is a comprehensive re-design of the first two years, the time of heaviest attrition for disadvantaged students. Each academy creates a personalized educational home for up to 140 students, via three components: (1) a guided pathway of general education courses required for all 289 majors in the CSU, with students taking two linked classes together each semester over four semesters, cohort-style; (2) student services anchored in those courses; and (3) a 45-hour Metro faculty development process. We are now operating nine highly successful demonstration sites at San Francisco State University and City College of San Francisco. By 2018, we will expand to 32 Metro Academies at our home institutions. We will also initiate statewide scale-up, providing proactive technical assistance to disseminate the Metro approach to two community colleges and up to three CSUs (see letters of support).

### Staff Comments and Evaluation

This application earned strong scores in the context, innovation, and sustainability sections of the rubric, and good scores in the evaluation section. The application describes the Metro program, which provides more structure, support, and sense of community than students typically experience during their first two years of college, leading to an increase in student retention and success. Operated at multiple sites at both San Francisco State University and City College of San Francisco, the Metro program has a strong record and is scaling to other campuses. However, this application is most notable for the related policy innovations it describes, which include a commitment to require program participants (and later, all students) to complete an associate's degree. Currently, many students seeking to transfer to a four-year university leave community college without an associate's degree, then later drop out of a four-year university with no degree to show for their college courses. Also, City College of San Francisco and San Francisco State University have developed a new arrangement that should significantly ease transfer. Specifically, students who complete the Metro program in their first two years at the community college will be admitted automatically as juniors to San Francisco State, without those students having to apply for admission.

This application is included in **Group 2**.

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### GROUP 3 (Listed Alphabetically)

#### Application Information

<i>Application Number and Coordinating Institution:</i>	<b>[3] Butte College</b>
<i>Education Sectors Represented:</i>	California community colleges

#### Abstract Included in Application

Butte College has increased the number of degrees its awards and the number of students it transfers to University of California and California State University campuses by over 30% over the last five years. It has accomplished this by taking a comprehensive approach that involves working collaboratively with the K-12 school districts, high schools, county offices of education, California State University, Chico and community partners; improving and accelerating its developmental programs, developing transfer degrees that streamline articulation to the university, and focusing the entire institution using widely understood, collaborative and integrated processes on student access, equity, success and completion. The College's Progress and Completion Model and its data processes support these efforts. The two objectives in this application are to 1) Complete implementation of the Student Progression and Completion Model (SPCM) and 2) Meet or exceed the college's goals for course completion, degrees, certificates and transfers. Through the objectives identified in this application, Butte College is continuing to enhance and refine these processes to improve its future performance for all students especially those from underrepresented groups.

#### Staff Comments and Evaluation

This application earned strong scores in the innovation section of the rubric and good scores in the context, sustainability, and evaluation sections. This application is notable for its efforts in recent years. The college was an early innovator in systematic, comprehensive education planning for students—which is now noted as a best practice. The college previously streamlined and strengthened its remediation pathways and has established numerous other supports to keep students on track, resulting in a significant increase in the number of students completing degrees or transfer, or both, over the past five years. In 2014, the college focused on embedding successful reforms in the institution's policies and systems. The college continues to refine these efforts, including by developing better data systems for scheduling, enrollment, and monitoring of student progress.

This application is included in **Group 3**.

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### Application Information

<i>Application Number and Coordinating Institution:</i>	<b>[18] California State University, San Marcos #2</b>
<i>Education Sectors Represented:</i>	California State University
<i>Participants Identified in Application:</i>	North County Professional Development Federation: (NCPDF); North County Higher Education Alliance (NCHEA); AVID for Higher Education; Southern California Tribal Chairmen's Association; County of San Diego, Health and Human Services Agency, Child Welfare Services

### Abstract Included in Application

**Title:** “¡Si se puede!”: Increasing California State University, San Marcos’s Graduation Rates for Educationally At-Risk and Non-At-Risk Students

California State University, San Marcos (CSUSM) strives to create a campus community dedicated to serving our undergraduate students, especially our most at risk students, on their pathway to graduation. These **four goals** guide our decision-making in support of our undergraduate students:

#### Goals

1. Increase the number of degrees awarded;
2. Increase the 4- and 6-year graduation rates;
3. Close the 6-year achievement gap between at-risk and non-at-risk students; and
4. Maintain our impressive retention rates.

As we reach towards these goals, CSUSM has initiated the following changes since January 10, 2014 in support of our students:

1. Opened the Office of Undergraduate Studies
2. Launched or redesigned the following committees and projects to ensure data-informed decision making
  - Graduation Initiative Steering Committee
  - High-Impact Practices Initiative
  - Predictors of Students’ Academic Success and Struggle Project
3. Launched new cross-institutional projects in support of prospective undergraduate students
  - Preparing College-Ready Writers Workshop Series
  - Threshold Concepts and Wicked Problems Cross-Institutional Project
4. Strengthened or launched academic and advising projects in support of all matriculated undergraduate students
  - AVID for Higher Education’s Student Success Initiative (SSI) at CSUSM
  - Teaching & Learning Group
  - Early Start 2014
  - First-Year Programs
  - Transfer Success Program
  - Degree Planner
  - Early Warning Alert System
  - Student Access Initiative
5. Enhanced programming and resources for specific educationally at-risk student groups
  - American Indian Student Programming
  - Transitional Housing Program for Students in Extended Foster Care
  - Veteran’s Center

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### **Staff Comments and Evaluation**

This application received strong scores in the evaluation section of the rubric and good scores in the context, innovation, and sustainability sections. The application is notable for its strong focus on first-year remediation and retention. While many students arrive at CSU San Marcos underprepared for college-level courses, the university has found success with summer programs, first-year courses, and learning communities that strengthen students' academic and study skills. The university also partners with a regional teacher professional development organization to improve instruction and strengthen high school students' preparation for university-level writing. The campus is also a pilot site for Advancement Via Individual Determination (AVID)—a student support program with long ties to high schools that is now developing strategies for higher education settings.

This application is included in **Group 3**.

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### Application Information

<i>Application Number and Coordinating Institution:</i>	<b>[52] University of California, Los Angeles</b>
<i>Education Sectors Represented:</i>	University of California; K-12 local education agencies
<i>Participants Identified in Application:</i>	Los Angeles Unified School District

### Abstract Included in Application

UCLA is innovatively addressing the most critical issue of our era – how to reshape California's K-20 public education systems, making them a more effective pipeline to college and career success in a digital, global era. California's young people deserve educational opportunities that prepare them to thrive in the 21st Century job marketplace. Toward this goal, UCLA is working to create a series of teaching schools- UCLA K-12 partner schools that will serve much the same role as the teaching hospital system that transformed our nation's medical practices. By creating these teaching schools, UCLA is establishing for California an ecosystem of best practices shaped by scientific research and ongoing evaluation. These teaching schools are being designed to create, evaluate, and demonstrate innovative instructional strategies; to help shape stronger teacher education programs; to serve as sites for training future and current educational professionals; to increase the rate at which California's high school students graduate college-ready; to reduce the need for remedial coursework in college; and to inform educational policy.

### Staff Comments and Evaluation

This application earned strong scores in the context and evaluation sections of the rubric and good scores in the innovation and sustainability sections. The application is notable for its intensive approach to improving high school instruction as a means of reducing the needs for remediation in college. In addition to preparing more college-ready students, UCLA's teaching school is a site for active study of teaching innovations and policy changes. Notably, the school is working to develop a high school sequence in computer science that builds on experiences in elementary and middle school. With regard to technology, the school is studying and developing effective teaching methods for classrooms equipped with tablets for every student, including English learners and students with disabilities.

This application is included in **Group 3**.



## APPENDIX 4 TO ITEM B

### Application Information

<i>Application Number and Coordinating Institution:</i>	[57] West Hills College, Lemoore
<i>Education Sectors Represented:</i>	California community colleges
<i>Participants Identified in Application:</i>	West Hills College Coalinga; West Hills Community College District

### Abstract Included in Application

West Hills College Registration 365 (REG365) was a consequential redesign of our education enrollment methods. Where traditionally a student would register for the summer and fall terms during April and wait until November to register for the subsequent spring semester, REG365 allows students to schedule a full year's worth of courses at one time. This change emphasized to students the importance of completion-oriented educational planning, rather than a term-to-term view of class registration and enrollment.

REG365 is the latest in a series of initiatives and innovations in student access, educational planning, outreach, and student enrollment. Building the innovation required dozens of West Hills College work units collaborating with centralized services to reengineer nearly every aspect of student services and instruction. This pioneering initiative is a coherent set of innovative and replicable changes; numerous other congealed initiatives comprise many elements of this application. And, it is positively impacting our budgetary planning as annual enrollment goals and growth were met in November, seven months prior to the end of the 2014-15 fiscal year.

Our core value – the relentless pursuit of student success – is an acknowledgement of our staple fundamental: Students need support – and experiential and deep learning. Effective monitoring is critical to students' success, particularly disadvantaged students. While REG365 deployment continues its maturation as our anchor innovation, an extensive array of policies, practices and systems discussed in the application demonstrate our devotion to support transfer, shorten time to completion, and align curriculum and programs with public and private transfer universities.

### Staff Comments and Evaluation

This application earned strong scores in the evaluation section of the rubric and good scores in the context, innovation, and sustainability sections. The application is notable for its emphasis on education planning to help students stay on track for completion and transfer. The college allows students to register for a full year of courses at once, a simple but significant change that can help students enroll in the courses they need and avoid accumulating unneeded units. The college also creates incentives for students to take 15 units each semester (rather than, for example, 12 units), which decreases the amount of time it takes students to complete degrees and transfer, or both. In addition, high school teachers and community college instructors are collaborating to better align curricula in mathematics and English; one impact of those efforts is a reduction in the needs for remediation at the colleges. With regard to technology, the community college district is supplying faculty with iPads to increase the use of open education resources in their courses and allow for teaching that is more tailored to the needs of students.

This application is included in **Group 3**.